

Initial Statement of Reasons

Alternative Schools Accountability Model (ASAM)

Sections 1068, 1069, 1070, 1071, 1072, 1073, and 1074.

SPECIFIC PURPOSE OF THE REGULATION.

The proposed regulations will establish the requirements for administering, scoring, and reporting locally adopted pre-post assessments for use as indicators of achievement by schools registered in the Alternative Schools Accountability Model (ASAM).

NECESSITY/RATIONALE

The Public Schools Accountability Act (PSAA) of 1999, SB 1X, Chapter 3, Statutes of 1999 [Article 2, Section 52052 (g)] requires that all schools be held accountable through the state's accountability system. The Superintendent of Public Instruction, with the approval of the State Board of Education (State Board), developed the ASAM to provide accountability for alternative schools defined in law including continuation schools, community day schools, county juvenile court schools, county community schools, California Youth Authority schools, and opportunity schools; as well as for other alternative schools serving high-risk students.

More than 1,100 alternative schools currently participate in the ASAM. These schools enroll high-risk students at the elementary, middle, and high school levels who typically function far below grade-level standards and show extremely high levels of mobility, moving in and out of programs and schools on a routine basis. The ASAM employs multiple indicators to evaluate school performance. The indicator data are based on students enrolled for 90 days, the minimum period required for consistent delivery of instruction, in order to reflect the students' progress during the time they are enrolled in the school. Pre-post assessment instruments are extremely valuable indicators of academic growth for these students because they can be sensitive to gains during the students' typically short enrollment periods.

The State Board has approved assessment instruments for use as locally adopted indicators of achievement in the ASAM and has required that regulations be adopted to assure that the pre-post assessments are administered, scored, and reported in a consistent, reliable, valid, and fair manner statewide.

Section 1068

This section specifies that Article 5 applies only to schools that are registered in the Alternative Schools Accountability Model (ASAM) and have chosen to adopt a pre-post assessment instrument as an indicator for use in the ASAM.

Section 1069

This section defines the meaning of "Pre-post assessment instrument," "Pre-test," "Post-test," "ASAM test site coordinator," "Test Administrator," and "Long-term student," as they are used in Article 5.

Section 1070

This section requires the ASAM test site coordinator to oversee the administration of all pre-post assessment instruments and to ensure that the instructions provided in the publisher's assessment administration manual are followed.

Section 1071

This section states that any certificated employee of a school district trained in the administration of the pre-post assessment instruments, or a trained paraprofessional employee of the school district under the direct supervision of a trained certificated employee, may administer the pre-post assessment instrument.

Section 1072

This section is designed to ensure the security of the pre-post assessment instruments. It requires ASAM test site coordinators to sign the ASAM Pre-Post Assessment Security Agreement acknowledging that the pre-post assessment instruments are secure, and agreeing to safeguard them in specified ways. This section also requires all persons having access to pre-post assessment instruments to sign the ASAM Pre-Post Assessment Security Affidavit. The affidavit requires signatories to acknowledge that they will have access to the ASAM pre-post assessment instruments, that they understand that the materials are highly secure, and that it is their professional responsibility to protect the security of the assessment instruments in specified ways.

Section 1073

This section requires the ASAM site coordinator to supervise all scoring of pre-post assessment instruments that is done at the school site or district office and to monitor the contract for any scoring activities carried out by an external contractor. This section also specifies that all scoring must be done following the instructions and using the answer keys provided by the test publisher.

Section 1074

This section requires school districts that have adopted a pre-post assessment instrument to collect specified information for each long-term student enrolled in the school and submit the results to CDE or its designee by July 31 each year for purposes of aggregate analyses only.

TECHNICAL, THEORETICAL, AND/OR EMPIRICAL STUDY, REPORTS, OR DOCUMENTS.

The State Board did not rely upon any other technical, theoretical, or empirical studies, reports or documents in proposing the amendment of this regulation.

REASONABLE ALTERNATIVES TO THE REGULATION AND THE AGENCY'S REASONS FOR REJECTING THOSE ALTERNATIVES.

No other alternatives were presented to or considered by the State Board.

REASONABLE ALTERNATIVES TO THE PROPOSED REGULATORY ACTION THAT WOULD LESSEN ANY ADVERSE IMPACT ON SMALL BUSINESS.

The State Board has not identified any alternatives that would lessen any adverse impact on small business.

EVIDENCE SUPPORTING FINDING OF NO SIGNIFICANT ADVERSE ECONOMIC IMPACT ON ANY BUSINESS.

The proposed regulations would not have a significant adverse economic impact on any business because they relate only to internal school district student testing practices, and do not relate to small business practices, nor to interactions between school districts and small businesses.